

Module Description

Module Code: PGS7010

Module Convenor: Rob Campbell

A detailed overview of this module can be found in the science module handbook which can be found by clicking [here](#).

This module aims to educate student teachers as they develop into committed and enthusiastic reflective practitioners in their progression towards Qualified Teacher Status (QTS). It seeks to support the development of emergent confident teachers who are aware of the positive contribution they make to the profession and so engender successful learners, confident individuals and responsible citizens in schools.

Learning Outcomes

At the end of this module you will have:

1. apply their pedagogical knowledge and understanding in order to develop effective teaching and assessment strategies
2. develop their own SK in order to teach science effectively
3. clarify the importance and process of short-term and medium-term planning within their specific discipline
4. explain the importance of and processes involved when developing an inclusive classroom;
5. rationalise the use of assessment strategies used within schools; and
6. analyse the principles of effective behaviour for learning.

Getting in touch

There are two science lecturers on the course Rob Campbell and Tamsyn Nicol. Their details are

Rob Campbell

Email: robert.campbell@stmarys.ac.uk

Office hours: Monday- Friday, 9am-5pm

Tamsyn Nichol

Email tamsyn.nichol@stmarys.ac.uk

Office hours. Tamsyn works four days per week, these days that Tamsyn works vary from week to week.

Rooms

Your Rooms change regularly, so the best place to identify which room you are in will be the MySMU app. Please make sure you check this regularly and in advance of each lecture. There are two science groups, so please do not rely on information from others on the course to identify which room you are in.

Practicals are completed in the following rooms:

Biology practicals: M201

Chemistry Practicals M201

Physics practicals L102 or M201. Please see MySMU for relevant room.